



# California Commission on Teacher Credentialing Newsletter

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## Commission Proposes Legislation for Major Restructuring of Teacher Credentialing

Commission-sponsored legislation will dramatically change the way California's teachers will be prepared in the future, according to Dr. Carolyn Ellner, Dean of the College of Education at California State University, Northridge and Chair of the Commission.

The legislation, SB 2042, is co-authored by Senator Dede Alpert, who chairs the Senate Select Committee on Educational Standards and Teacher Training, and Assembly Member Kerry Mazzoni, who chairs the Assembly Education Committee.

The reforms are based on recommendations from a 24-member advisory panel created by the Commission pursuant to Senate Bill 1422 of 1992 (Bergeson) which required the Commission to review the requirements for earning and renewing teaching credentials, with a focus on alternative routes to teacher certification and alternative methods of new teacher support and assessment. The advisory panel included broad representation from virtually the entire spectrum of the education community. Its members represented school districts, all segments of higher education, teacher organizations, school administrators, county offices of education, and the Superintendent of Public Instruction, among others. The panel met eighteen times over a two-year period and developed recommendations relating to teacher recruitment, selection and access; teaching standards and program content; professional accountability; and system evaluation.

The omnibus legislation will authorize colleges and universities to create multi-year programs of professional preparation that integrate teacher preparation with preparation in subject matter knowledge. It will require each program of professional preparation to include a teaching performance assessment which meets the Commission's standards and which is aligned with the recently adopted *California Standards for the Teaching Profession*. The bill makes this performance assessment contingent on the provision of appropriate state funding.

### ***Expanded Recruitment and Access to Teaching***

The purposes of SB 2042 are to expand access to teaching by offering multiple routes into classrooms, to establish strong new standards that focus on the performance of teaching candidates, and to provide extended opportunities for candidate teachers to meet rigorous new standards. As recommended by the Commission, the proposed legislation has the following six major components:

- (1) ***Postsecondary institutions would redesign teacher preparation to provide a new credential option that integrates subject matter studies with education coursework and field experiences in schools for undergraduates who make early decisions to pursue teaching careers.***

If the Alpert-Mazzoni legislation is enacted, colleges and universities would create preparation programs that integrate professional teacher preparation with programs that foster subject matter competence. Candidates who decide early to become teachers would be able to earn teaching credentials in four years of full-time study based on new standards for the accreditation of these programs. Candidates would also have other standards-based alternatives for earning

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***A Message From  
the Chair,  
Carolyn Ellner,  
Ph. D.***

*The new Pre-Internship Program is part of the Commission's statewide plan to increase teacher expertise and improve teacher effectiveness throughout the school system.*

*--Dr. Carolyn Ellner*

***Dr. Carolyn Ellner  
Chair***

In April the Commission is pleased to launch the Pre-Internship Teaching Program, which is the newest element in our comprehensive strategy to improve teacher preparation for all of California's K-12 students.

The Pre-Internship Program is unique because it will serve our least-prepared teachers, who otherwise would hold emergency permits. In 1998-99, one thousand pre-interns will prepare to meet the Commission's subject matter standards, participate in basic pedagogical training, and be guided and assisted by supervising teachers in their schools. Pre-internships will be managed by local education agencies that have strong partnerships with colleges and universities.

The new Pre-Internship Program is part of the Commission's statewide plan to increase teacher expertise and improve teacher effectiveness throughout the school system. The Commission will continue to fund internship programs, career ladder programs for school paraprofessionals, and induction programs of Beginning Teacher Support and Assessment (BTSA), which are also part of our overall strategy for improved teacher preparation. Colleges and universities, along with school districts and county offices, have essential roles in each program.

Class-size reduction, student enrollment growth and teacher retirement rates have created an unprecedented demand for new teachers in California schools. In a state as large as California, with a demand as great as ours, no individual program could meet the needs of all schools. The Commission has fashioned a comprehensive strategy to provide a sufficient supply of well-prepared teachers so all of California's children and youth will have abundant opportunities to learn, grow and achieve in our elementary and secondary schools.

Many new teachers have met all state standards and earned teaching credentials; BTSA Programs offer the highest level of state support to these beginning teachers. For new teachers who have met all credential requirements except professional preparation, internship programs are appropriate because they include professional preparation that meets the Commission's standards. Pre-internships are intended for a third group — emergency teachers — who have met neither our professional preparation standards nor our subject matter standards.

To address a pre-intern's most urgent need, the new program will include focused preparation in the subjects in which each pre-intern's prior preparation is in greatest need. We expect each pre-intern to meet the subject matter standards in no more than two years of participation in the program. This requirement will call for postsecondary institutions to participate extensively in pre-internships. At the same time, the program will include practical training in classroom management, lesson planning and instructional strategies. Each pre-intern will also have the assistance and supervision of a school-based mentor.

The Commission is grateful to Assembly Member Jack Scott (Pasadena), who authored our CCTC-sponsored legislation (AB 351, 1997) that established the pre-internship program. We look forward to awarding grants so 1,000 pre-interns will each benefit from \$2,000 in state-funded assistance per year. These grants will serve the students of our least-prepared teachers. With the future expansion of pre-internships, the Commission hopes to downsize the system of emergency teaching permits and replace it with pre-intern programs in every eligible school.

*The Governor's Budget proposals reflect and emphasize the absolutely critical role that education plays in our state and nation.*

*--Dr. Sam W. Swofford*

## ***A Message From the Executive Director***



***Dr. Sam Swofford  
Executive Director***

**G**overnor Wilson's proposed state budget for the coming year includes very substantial support for improved teaching. The Governor's budget proposes both expansion of existing programs and several new initiatives. It provides increased support, funding and direction in at least nine areas of significant interest to the Commission.

### ***Beginning Teacher Support and Assessment***

The Governor's budget proposes significant expansion of the Beginning Teacher Support and Assessment Program (BTSA), which provides support to beginning teachers during their first two years of teaching. The Governor's budget would virtually double the funding for BTSA, from \$17.5 million in the current year to \$33.6 million next year. This expansion will allow more than half of the state's new teachers to receive support and assistance to improve their skills and become more effective teachers. This support, in turn, greatly improves their retention rate as teachers and saves the cost of training replacements.

### ***Teacher Instructional Training in Math***

The Governor's budget proposes an appropriation of \$40 million for Teacher Instructional Training in Math. The new math standards just adopted by the State Board of Education are more rigorous and demanding than those used in many California classrooms. As such, there is a dire need to train and retrain teachers to appropriate skill levels to help their students meet the new standards. The budget provides \$40 million to provide training in mathematics instruction.

### ***Teacher Instructional Training in Reading***

The budget proposes an appropriation of \$37 million for Teacher Reading Instruction. The \$37 million builds on the Governor's California Reading Initiative by providing reading instruction training to teachers in grades 4-12, and also providing funds for reading materials. To receive funds, a school must have a reading program specifically designed to remediate the reading deficiencies of students who are reading below grade level. The budget provides \$37 million to provide training in reading instruction, in addition to the \$40 million for math instruction.

### ***Remedial Reading Instruction***

For those students in grades 3-6 who are not testing at or above grade-level in reading proficiency, the budget proposes \$10 million for mandatory summer school remedial instruction. This \$10 million is intended to bring those students up to grade level or higher in reading proficiency.

### ***Alternative Routes to Credentialing***

To help address the continuing critical need to attract many more people into the profession of teaching, the 1998-99 budget proposes \$1 million to expand alternative teacher preparation programs, including university intern programs and district intern programs. This brings total state funding for these programs to \$7.5 million annually. The Commission allocates these funds through grants to qualified programs.

***Executive Director's Message Continued on Page 10***

## Proposed New Requirements for Teaching Credentials: Costs and Savings

The Commission has completed a detailed fiscal impact analysis of the policy changes that are proposed in Senate Bill 2042 (Alpert, Mazzoni). This analysis focused on the bill's anticipated fiscal impact on candidates who earn teaching credentials by completing the requirements of law. It revealed that SB 2042 would have the following effects on candidates for teaching credentials: (1) substantial numbers of candidates would experience real *cost savings* in relation to the current costs of earning credentials; (2) for all other candidates, the costs of earning credentials under SB 2042 would *not change* in relation to the current costs, and (3) there is no group of candidates for whom the costs of earning credentials would increase.

To carry out this analysis, the Commission's staff compiled current information about the costs of earning credentials to teach in the public schools, including information about the costs of tuition, books and fees in California colleges and universities. Then the Commission identified groups of credential candidates who are distinct from each other in terms of the *routes* or *pathways* by which they earn teaching credentials. Separate cost analyses were done for interns and non-interns, for candidates who finish collegiate requirements in four years versus those who take five years, and for candidates who complete requirements *in* California versus those who do not.

Finally, the analysis included a realistic look at the costs that will prevail if SB 2042 is enacted. Again, these costs were estimated for each of the distinct groups of credential candidates. In making cost estimates, the staff made the assumption that fees and other expenses that are associated with coursework requirements and examinations will continue to increase as they have in recent years. No reductions in the costs of *individual credential requirements* were expected to occur.

### ***Savings for Four-Year Candidates***

For candidates who complete the existing coursework requirements in four years of full-time study (or the equivalent in part-time study), the requirements of SB 2042 would lead to substantial cost savings in relation to today's costs of becoming a teacher. These savings would occur primarily as a result of replacing the "fifth year of study" requirement (which is funded on the basis of student fees) with a new "credential induction requirement" (which would be funded through grant awards to local education agencies). For candidates who currently complete "fifth year only" programs in the California State University, the current costs of earning a credential would be reduced by approximately \$2,400 per candidate under SB 2042. For candidates who do so in the University of California, the net reduction would be approximately \$5,400 per candidate. For those who do so in private colleges and universities, the savings would approximate \$11,400 per candidate if SB 2042 is enacted. Because of these reductions, the

enactment of SB 2042 would make the new "integrated program option" (which would be established by the bill) very appealing to thousands of "early deciders" who make teaching career decisions as undergraduate students.

Today, the majority of credential candidates complete all collegiate requirements in five years of full-time study or the equivalent in part-time study. If these candidates did not take advantage of the "integrated program option" under SB 2042, then they would realize smaller cost savings than the first group of candidates who complete the existing collegiate requirements in four years of study. However, the second group of candidates would still realize substantial savings because SB 2042 would eliminate the requirement that candidates complete separate courses in the study of health, computers and mainstreaming. For this large group of candidates, SB 2042 would reduce total credential costs by approximately \$1,300 in the California State University and the University of California, and by approximately \$3,400 in private and independent institutions.

### ***Savings for Out-of-State Candidates***

The analysis also examined the impact of SB 2042 on candidates who complete their preparation outside of California and then complete specific courses in California. This large group of prospective teachers would also realize substantial cost savings as a result of SB 2042, the analysis showed. For those who currently complete California requirements at CSU campuses, the savings would amount to approximately \$2,400 per candidate. Other candidates who currently enroll in UC campuses to meet California requirements would save approximately \$5,400, while savings of approximately \$11,400 would be realized by those who complete required coursework in California's private universities and colleges. These estimates are based solely on the statutory changes that would occur under SB 2042, without considering the possible effects of other pending legislation.

In accepting these estimates of the fiscal benefits of SB 2042, the Commission noted that these effects of the bill would supplement the educational benefits of (1) awarding all credentials on the basis of high standards, (2) extending each candidate's preparation through the expansion of intensive induction programs, and (3) expanding alternate routes into teaching such as fast-track internship programs that meet the same high standards as traditional approaches.

The analysis of SB 2042 focused solely on its fiscal impact on groups of candidates for teaching credentials. A copy of the full analysis is available by contacting the Office of Policy and Programs at (916) 445-8097. The Commission is currently completing work on a second analysis that focuses on the *state costs* of SB 2042, which will be summarized in the Commission's next newsletter.

## Office of Policy and Programs Created to Implement SB 1422 Reforms

In February, 1998, Dr. Sam Swofford, the Commission's Executive Director, created an Office of Policy and Programs to implement the recommendations of the Advisory Panel on Teacher Education, Induction and Certification for Twenty-First Century Schools (SB 1422). Dr. David Wright is now serving as Director of this new Office.

The Commission has decided that the SB 1422 reform effort, with its comprehensive vision of what teaching can and should be, is the centerpiece of the agency's policy and legislative agenda for the next several years. Dr. Swofford reported to the Commission that successful implementation of this multi-faceted effort requires strong leadership and coordination both within the agency and in conjunction with all major stakeholder groups in California.

Dr. Wright has been instrumental in the development of innovative, research-based public policies in the arena of teacher preparation, induction and accountability for many years. Prior to joining the Commission staff in 1981, he taught at UCLA and, prior to completing his doctorate, served as an elementary school teacher in San Francisco. At the Commission, he has been instrumental in shaping virtually every major Commission reform and policy initiative over the past sixteen years, while serving as Director of the Professional Services Division for eleven of those years.

The Office of Policy and Programs will include a small core staff of full-time members who will work closely with Dr. Swofford and the Commissioners to achieve full implementation of the SB 1422 reforms. Managers and professional staff members in all other units of the Commission will also be directly involved in this broad effort.

### **California Commission on Teacher Credentialing Executive Staff Members**

Sam Swofford	Executive Director
Paul Longo	General Counsel and Director, Division of Professional Practices
Robert Salley	Director, Certification, Assignments and Waivers Division
Dennis Tierney	Director, Professional Services Division
David Wright	Director, Office of Policy and Programs
Linda Bond	Director, Office of Governmental Relations
Mary Butera	Manager, Personnel and Labor Relations
Sandi Derr	Manager, Budget and Fiscal Services
Pauline Sing	Manager, Information Management Systems

## New Fingerprint Bill Will Help Districts and Teachers While Maintaining Protections

Assembly Bill 2102, which was introduced in February by Assembly Members Barbara Alby and Deborah Ortiz, will provide greater congruence between grounds for denial of employment and grounds for the denial or revocation of credentials, and clarify that a "no contest plea" to specified sex and drug offenses is equivalent to a guilty plea, for purposes of the employment ban.

In addition, AB 2102 will authorize a county superintendent of schools, or a school district, to act as the designee of other school districts in cases where an employee works for more than one district. This provision is designed to allow employees, such as substitutes who serve more than one district, to submit one set of fingerprints through the designee, rather than a set of prints through each school district. It will also contain language allowing current teachers whose credentials have lapsed to continue teaching while their credential renewals are being processed.

Last year, the Legislature enacted legislation following the death of a high school student who was allegedly killed by a school district employee with a serious criminal history. The district had submitted a fingerprint check on the individual, but allowed him to begin working pending receipt of the results.

Last year's legislation, AB 1612, banned individuals convicted of violent or serious felonies from working in the public schools of California, and requires school districts to obtain a criminal history clearance (fingerprint checks) prior to employment. The ban applies both to positions requiring a credential and to classified positions. It provides greater assurances to both parents and students that persons with criminal histories will not be placed in positions where they may come into contact with students.

While last year's legislation passed the legislature unanimously and was strongly supported by many groups, it did raise several challenges. For example, it has been interpreted as requiring a new fingerprint check each time a teacher seeks employment in a school district. Thus, a teacher who seeks to substitute teach in several districts must now submit fingerprints to the California Department of Justice together with a processing fee, for each district where they seek to teach.

Last year's legislation has resulted in local decisions requiring a new fingerprint check when a teacher allows his or her credential to lapse. This has created problems for teachers who do not submit their credential renewal application sufficiently early, resulting in a lapse in their credential and their possible removal from teaching pending a new fingerprint clearance. Similar issues have arisen for college students who wish to student teach under the guidance of a credentialed teacher, but have not received final clearance.

Assembly Bill 2102 will maintain safety assurances for pupils and parents and strengthen provisions of the fingerprint law, while making technical changes to address the implementation concerns of local school districts. It has passed the Assembly Public Safety Committee and was heard in the Assembly Education Committee in April. The Commission strongly supports its enactment.

## Teacher Preparation for 21st Century Schools: Commission Decides to Develop New Standards

**A**fter lengthy study and consultation, the SB 1422 Advisory Panel concluded that changes are needed in both the structure of teacher certification and the content of teacher preparation. While the recommended changes in structure generally require changes in current laws, many of the changes in content can be implemented within the existing framework of state laws.

Almost one-third of the Advisory Panel's recommendations focused on the need for new standards for teacher preparation. The Panel's goal in doing so is summarized in the following excerpt from their final report, entitled *California's Future: Highly Qualified Teachers for All Students* (1997).

### ***Need for New Standards in the Words of the SB 1422 Advisory Panel Report***

Teaching California students effectively is one of the greatest challenges confronting our State. This is primarily because of conditions in the workforce, in the global economy, and in our civic affairs. These conditions call for increasing abilities on the part of all adults who are employees, entrepreneurs, and citizens. Our children and youth need teachers who can bring to life a complex, challenging curriculum. Teachers must foster abilities and expertise that will prepare today's students for tomorrow's demands. To achieve this goal, clear teaching standards must be established.

The Advisory Panel confronted the problems of poorly performing schools and underachieving students. Many schools and students do not have access to effective teaching because of glaring weaknesses in our standards for teacher preparation and performance. Low teaching standards do not serve students or their teachers or the teachers' supervisors. The under-preparation of many teachers is a significant factor in student underachievement.

For California's students to become productive adults, their teachers need to master a rich, integrated curriculum of professional studies, and they must learn the subtle complexities of effective pedagogy for children with very diverse backgrounds. Teaching competence develops over longer periods of time than California policies have previously sustained. But more professional learning time will not, by itself, be sufficient for tomorrow's teachers. The learning-to-teach process must be fostered in carefully designed *programs* of teacher preparation, induction and development. To achieve this goal, California teachers and teacher educators need to embrace new standards of excellence in teaching practice and in teacher education.

The ultimate objective of the advisory panel's recommendations is to ensure that every student benefits from the advantages of excellent teaching. The educational rights of students should include the right to be taught by a competent teacher in every class. The panel recommends that the Commission establish and apply comprehensive new standards for teacher preparation and induction programs.

While the SB 1422 Advisory Panel was concluding its work, the State Board of Education adopted new Academic Content and Performance Standards for Students in California's K-12 Schools. Following the Board's adoption of rigorous new standards in mathematics, reading and language arts, the Academic Standards Commission commenced work on student standards in science, history and social science. These new standards for students need to be matched by new standards for teachers so they can be effective in teaching California's upgraded curriculum in the schools.

### ***Qualities of Teacher Preparation to be Achieved Through New Standard as Recommended by the SB 1422 Panel***

The SB 1422 Panel recommended the development and adoption of new standards to assure future teachers and their future students that teacher candidates will have access to preparation that offers the following qualities.

- **Strong, effective collaboration between college and university faculty members and K-12 educators in California elementary, middle and high schools.**
- **Early, frequent and guided experiences in K-12 schools on the part of future teachers *before* they invest heavily in their professional preparation.**
- **Improved procedures for the recruitment, screening and selection of candidates for supervised teaching and internship programs.**
- **Stronger linkages between theory and practice, and between research and application, in the day-to-day instruction of all teaching credential candidates.**
- **Effective selection and more extensive involvement of experienced, accomplished teachers in the supervision and coaching of student teachers and interns.**
- **Relevant instruction and intensive field experiences for prospective teachers for primary grades, intermediate grades, middle schools and high schools.**
- **Instruction and field experiences related to the uses of computers and other school technologies in the preparation of each teacher.**
- **Instruction and field experience related to inclusive education of students with disabilities in the preparation of each teacher.**

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## ***Teacher Preparation Continued from Page 6***

- **Intensive instruction in new content areas for teacher preparation programs, including parent involvement, student health/safety, critical thinking, etc.**
- **Preparation that is oriented toward the accomplishment by every credential candidate of new teaching performance standards that are based on the California Standards for the Teaching Profession.**
- **Intensive preparation of interns and other prospective teachers to work effectively with the growing population of English learners in all subject areas and grade levels.**
- **Use of formative assessments that provide reliable information to each candidate and her/his cooperating teacher regarding his/her progress in teaching.**
- **Significantly improved procedures in the assessment and verification of competent teaching practice before a candidate receives a credential.**

### ***Plan to Improve Teacher Education in California***

To implement these improvements in teacher preparation, the Commission decided to follow a carefully structured process.

**First**, responsibility for drafting new standards for teacher candidates and their preparation programs will be assigned to a panel of professional practitioners and experts. Like the SB 1422 Panel, the standards-writing panel will include classroom teachers, school principals, administrators and faculty members from colleges and universities, and others with expertise in the content and quality of teacher education. Recently the Executive Director invited organizations and institutions to nominate distinguished professionals to serve on this panel. Educators who would like to be considered for appointment to the panel may send a letter of application with a professional resume to the Office of Policy and Programs at the Commission in Sacramento.

**Second**, once the panel has been appointed, it will have three clear functions: (1) to develop and recommend new *Standards of Program Quality and Effectiveness for Professional Teacher Education Programs*, (2) to develop new *Teaching Performance Expectations for Credential Candidates*, which will be based on the *California Standards for the Teaching Profession*, and (3) to coordinate the development of essential resources to aid in implementing the standards. Prior to drafting new standards and performance expectations, the panel will investigate and discuss many relevant research studies as well as policy statements by several state and national professional organizations. The new resources for fostering the success of the standards will include (a) *Teacher Preparation Guides* in new, critically important fields of professional practice (i.e. using computers), and (b) guidelines for granting credit to individual candidates for prior studies that meet the new standards, including out-of-state candidates not covered by AB 1620 (Scott/Pacheco), if enacted. In developing the *Teacher Preparation Guides* and the equivalent credit guidelines, the panel will be assisted by smaller task forces of experts in each field of practice.

**Third**, the panel will provide periodic progress reports to the Commission. The agency will disseminate one or more drafts of the proposed standards, performance expectations and other new policy documents for review by interested individuals, institutions and organizations. Their comments, critiques and suggestions will be reviewed by the advisory panel and the Commission. This process will give the Commissioners and their constituents multiple opportunities to shape the contours of the standards and expectations, and to evaluate and reflect on the draft policies at sufficient length before they are adopted and implemented.

**Finally**, following thorough review, the Commission will adopt and begin to enforce the new *Standards of Program Quality and Effectiveness for Professional Teacher Education Programs* and the *Teaching Performance Expectations for Credential Candidates*. The entire standards-writing process will be coordinated with the Commission's parallel effort to restructure the certification system through reform legislation in 1998 (please see related article on page one of this newsletter). As directed by the Commission, the new *Standards and Performance Expectations* will serve to implement the major provisions of SB 2042 (Alpert, Mazzone), which is being sponsored by the Commission in the current legislative session.

### ***Computer Education Standards Being Developed First***

While the Commission selects and orients the standards-writing panel members, the agency has moved forward in developing new standards for a particularly significant domain of teaching competence: using computers effectively in classrooms. This specific area of concern was the subject of legislation (AB 1023, Mazzone) that was enacted in 1997, while the SB 1422 Report was being completed. AB 1023 requires that the Commission implement new computer education standards no later than January 1, 2000. Pursuant to AB 1023, the Commission recently appointed an expert panel to draft preparation standards and performance expectations pertaining to the computer education and competence of future teachers.

The Commission's Computer Education Panel is currently writing a first draft of content and performance standards, which will be disseminated for widespread discussion, comment and advice within a few months. Consistent with the terms of AB 1023 and the SB 1422 Advisory Panel report, the computer education standards will differentiate between (a) performance levels for new teachers when they finish preparation, and (b) performance levels for teachers completing induction programs.

Because of the urgency associated with improved uses of technology in schools, the Commission may implement the new computer education standards prior to changing the other standards for teacher education. In any case, the standards-writing panel will be asked to incorporate the work of the Computer Education Panel, which will be done before the other teaching standards are drafted.

As the Commission fulfills the recommendations of the SB 1422 Advisory Panel pertaining to standards for teacher education, the Commissioners seek to ensure that thousands of future teachers and millions of future students will have the strongest possible foundations for success in their schools and classrooms.

## Reading Competence Assessment (RICA) Goes into Effect in October 1998

A 1996 state law requires most candidates for initial Multiple Subject Teaching Credentials to pass the Reading Instruction Competence Assessment (RICA). The purpose of the RICA is to ensure that these candidates have learned the knowledge and skills they need to provide effective reading instruction to their students.

On October 1, 1998, passage of the RICA will become a requirement for the Multiple Subject Teaching Credential. The RICA requirement will apply to candidates who do not complete all current credential requirements prior to October 1, 1998. The new requirement must be met by the following Multiple Subject Credential candidates:

- candidates recommended by accredited California colleges and universities;
- candidates recommended by district internship programs; and
- candidates who apply directly to the Commission for credentials.

The end of this article identifies groups of candidates who have legal deferrals or exemptions from the RICA requirement.

### *Design of the RICA*

Multiple Subject Credential candidates must take and pass **either** the RICA *Written Examination* **or** the RICA *Video Performance Assessment*. Passage of **either one** of these two RICA assessments (not both) will satisfy the new credential requirement.

The RICA Written Examination includes open-ended questions as well as multiple-choice questions about reading instruction. The RICA Video Performance Assessment centers on candidate-created videotapes of the candidate teaching reading. Candidates who select this option will submit their videotapes and related documentation for scoring. Both the Written Examination and the Video Performance Assessment are based on one set of reading instruction skills and knowledge as defined in the *RICA Content Specifications* and summarized in the next column.

### *Outline of RICA Content Specifications*

*Domain I: Planning and Organizing Reading Instruction Based on Ongoing Assessment*

- (1) Conducting Ongoing Assessment of Reading Development
- (2) Planning, Organizing, and Managing Reading Instruction

*Domain II: Developing Phonological and Other Linguistic Processes Related to Reading*

- (3) Phonemic Awareness
- (4) Concepts About Print
- (5) Systematic, Explicit Phonics and Other Word Identification Strategies
- (6) Spelling Instruction

*Domain III: Developing Reading Comprehension and Promoting Independent Reading*

- (7) Reading Comprehension
- (8) Literary Response and Analysis
- (9) Content-Area Literacy
- (10) Student Independent Reading

*Domain IV: Supporting Reading Through Oral and Written Language Development*

- (11) Relationships Among Reading, Writing, and Oral Language
- (12) Vocabulary Development
- (13) Structure of the English Language

### *RICA WRITTEN EXAMINATION SCHEDULE IN 1998*

Examination Administration Date	Regular Registration Deadline	Late Registration Deadline	Emergency Registration Period	Score Report Mailing Date
June 20, 1998	May 8, 1998	June 4, 1998	June 10-16, 1998	September 4, 1998
August 8, 1998	June 26, 1998	July 23, 1998	July 29-Aug. 4, 1998	September 4, 1998
October 3, 1998	August 21, '98	Sept. 17, 1998	Sept. 23-29, 1998	October 30, 1998
December 5, 1998	Oct. 23, 1998	Nov. 19, 1998	Nov. 25-Dec. 1, 1998	January 8, 1999

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## Summary of the RICA Content Specifications

The RICA Written Examination and the RICA Video Performance Assessment cover four domains of professional knowledge and skills (see outline of RICA Content Specifications, page 8). Within these domains, the RICA assesses thirteen specific Content Areas, which are also listed in the shaded display on page eight.

A full description of the RICA Content Specifications is included in the *RICA Registration Bulletin* (see page ten for details about obtaining the *Bulletin*).

### Overview: RICA Written Examination

The RICA Written Examination consists of three sections that, together, assess each candidate's knowledge of effective reading instruction and her/his ability to apply that knowledge.

**Focused Educational Problems and Instructional Tasks.** This section of the exam presents problems and tasks in educational contexts, and requires candidates to (a) consider information about a class, a group of students, an individual student, or an instructional situation and (b) devise appropriate instructional strategies or assessment approaches. Each form of the exam includes four focused educational problems and instructional tasks — one for each domain. Each problem and task assesses one or more competencies in one domain. For Domains I and IV, each problem or task requires a written response of approximately 50 words. For Domains II and III, each problem or task requires a response of approximately 150 words.

**Case Study Based on a Student Profile.** For this section of the exam, candidates receive substantial background information about a student as well as materials that illustrate the student's reading performance. Candidates are asked to assess the student's reading performance, describe appropriate instructional strategies, and explain why these strategies would be effective. Each form of the exam includes one case study, which addresses all four domains of the RICA Content Specifications.

**Selected-Response Items.** In each form of the RICA Written Examination, the focused educational problems and tasks and the case study are supplemented by up to 80 selected-response items (e.g., multiple-choice questions). These include content items, in which knowledge about reading and reading instruction is directly assessed, as well as contextualized questions that assess the candidate's ability to apply specific knowledge, to analyze specific problems, or to conduct specific tasks related to reading instruction. Overall, the multiple-

choice questions assess knowledge and skills in the four domains according to the following design.

Knowledge and Skills	Percent of Multiple-Choice Questions
Domain I	20 %
Domain II	30 %
Domain III	30 %
Domain IV	20 %

### Overview: RICA Video Performance Assessment

The design of the RICA Video Performance Assessment allows for the submission of a candidate's best classroom work. Each candidate who selects this RICA option will create three ten-minute videotapes: one showing the candidate in whole-class reading instruction, one showing her/him providing small-group reading instruction, and a third in which the candidate teaches reading to an individual student. A candidate who selects this RICA option will receive detailed guidelines for planning the videotaped reading instruction. One episode should demonstrate competence in Domains I and II, one should demonstrate competence in Domains I and III, and one should demonstrate competence in Domains I and IV. For each videotape, the candidate will provide (a) instructional context information for understanding the videotaped instruction, such as information about the students and a lesson plan, and (b) reflection materials, in which the candidate will provide an appraisal of the videotaped instruction, suggestions for further or alternative instructional strategies, and similar information.

### RICA Schedule

During the remaining months of 1998, the RICA Written Examination will be administered four times (six times each year thereafter). Beginning in July, there will be two submission deadlines for the Video Performance Assessment in 1998, and four assessment dates in each subsequent year.

RICA VIDEO PERFORMANCE ASSESSMENT SCHEDULED IN 1998				
Regular Registration Deadline	Late Registration Deadline (Added Fee)	Regular Submission Deadline	Late Submission Deadline (Added Fee)	Score Report Mailing Date
June 19, 1998	July 2, 1998	July 10, 1998	July 17, 1998	September 4, 1998
Nov. 20, 1998	Dec. 3, 1998	Dec. 11, 1998	Dec. 18, 1998	January 22, 1999

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### ***RICA Passing Scores, Fees and Bulletin***

The Commission will establish passing scores on the RICA Written Examination and the RICA Video Performance Assessment on August 20, 1998, when the results of the June exam and assessment will be considered. This plan for setting the passing scores accounts for the scheduled release of three sets of score reports on September 4.

The fee for the RICA Written Examination is \$178, due when registering. The fee for the RICA Video Performance Assessment is \$258, of which \$75 is due when registering and \$183 is due when submitting videotapes and related documentation for scoring.

The *1998 RICA Registration Bulletin* provides detailed information about the RICA Written Examination and Video Assessment, and all forms needed for registration. The *Bulletin* is available at departments of education and testing offices at California colleges and universities. It is also available from county offices of education and the RICA Program Office, P. O. Box 348150, Sacramento, CA 95834-8150. The RICA Program Office may be reached by telephone from 9 a.m. to 3 p.m., Monday through Friday (except holidays), at (916) 928-4004.

### ***RICA Deferrals and Exemptions***

Individuals in the following three categories may obtain the temporary documents as listed, and may defer the passage of RICA until they apply for Multiple Subject Teaching Credentials.

- (1) Applicants for internship credentials and internship certificates, who must later pass the RICA to earn Multiple Subject Teaching Credentials.
- (2) Applicants for emergency permits, who must later pass the RICA to earn Multiple Subject Teaching Credentials.
- (3) Applicants who qualify for one-year nonrenewable or two-year preliminary Multiple Subject Teaching Credentials based on professional preparation programs completed in jurisdictions in the United States other than California, who do not hold valid credentials issued by those jurisdictions, and who must later pass the RICA to earn three-year extensions of preliminary credentials.

By law, the following credential applicants are **exempted from** the RICA requirement.

- (1) Applicants for Multiple Subject Teaching Credentials who complete all existing requirements and are recommended for their initial credentials prior to October 1, 1998.
- (2) Applicants for Single Subject Teaching Credentials.
- (3) Applicants for Education Specialist Instruction Credentials in Special Education.
- (4) Applicants for Multiple Subject Teaching Credentials who hold valid California teaching credentials other than internship credentials, internship certificates, and emergency permits.
- (5) Applicants for Multiple Subject Teaching Credentials who hold valid teaching credentials issued by jurisdictions in the United States other than California.

### ***Pre-Internship Programs***

The budget would provide an additional \$1.8 million for a total of \$3.8 million to support the California Pre-Internship Teaching Program, an initiative championed by the Commission last year to provide help to underprepared persons who are teaching on emergency permits. The program provides pre-intern teaching candidates with the orientation, support, assistance and advising they need to become eligible for entry into an approved teacher preparation program.

### ***Teacher Performance Assessment***

To change the current credentialing process from one based on coursework completion to one based on demonstrated teacher competence, the budget provides \$1.5 million to the California Commission on Teacher Credentialing (CCTC) to develop a model performance assessment to measure the ability of teacher credential candidates to produce student achievement and improvement. The Commission will develop a model of this new assessment and make it available to colleges and universities who choose to use the CCTC model rather than developing a local assessment which meets State standards.

### ***National Board Certification***

The budget would provide \$1.0 million to make 1,000 awards of \$1,000 each to teachers who obtain National Board Certification, which verifies a teacher's competence in subject matter knowledge, teaching skills, school leadership, and community participation. Currently, only sixty-eight teachers in California have received National Board Certification.

### ***Fast Track Alternative Credentialing Route for Early Deciders***

Finally, Governor Wilson's budget would provide \$100,000 to the CCTC to offer grants to teacher training institutions and undergraduate colleges to design intense preparation programs for students who know in their freshman and sophomore years that they want to go into teaching. This will help emphasize the importance of preparing early for the challenges of classroom teaching.

The Governor's budget proposals reflect and emphasize the absolutely critical role that education plays in our state and nation. These budget proposals will be reviewed by fiscal committees in both houses of the Legislature between now and mid-June, so that the budget can take effect on July 1st.

The Commission looks forward to working with the Governor and the Legislature, as well as school districts, colleges and universities, and other interested organizations, to help assure that these important initiatives are implemented in such a way as to bring the fullest benefits to our students and schools.

## Reading Program Certification Deadline Nears

**A**s a result of legislation enacted in 1996, the Commission is required to certify that all programs of professional preparation in which candidates enroll to earn Multiple Subject Credentials “offer instruction in the knowledge, skills and abilities that are required by the reading instruction competence assessment” (RICA). The affected programs include internships and non-internships that offer Multiple Subject Credentials with a CLAD Emphasis, BCLAD Emphasis, Early Childhood Emphasis, Middle Level Emphasis, or no emphasis.

This certification of Multiple Subject Credential Programs is based on the *Standard for the Preparation of Multiple Subject Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English* (1997). *As required by law, all programs of professional preparation for Multiple Subject Teaching Credentials, including internship programs, must provide a written response to this Standard on or before June 10, 1998.*

### **California Reforms in Reading Instruction**

The State of California has made a major commitment to improve the basic reading skills of all K-12 students. Through the efforts of the Governor, the Commission, the Legislature, the State Board of Education, the Superintendent of Public Instruction, leaders in the California State University system, and many education associations, the State has initiated a multi-faceted strategy to improve reading instruction. This strategy, the California Reading Initiative, has six major components:

- (1) **Reduction of class size in grades K-3 to twenty students per teacher.**
- (2) **Selection of new reading instructional materials that represent a balanced, comprehensive approach to literacy education.**
- (3) **Provision of new reading instructional materials to every student in the primary grades.**
- (4) **Provision of comprehensive leadership training to school board members, school and district administrators, and lead teachers.**
- (5) **Provision of professional development to all K-8 teachers in a balanced, comprehensive approach to reading instruction.**
- (6) **Improvement in the preservice preparation of teacher candidates in reading instruction.**

This article relates primarily to the sixth component of the reading reform strategy. In an effort to ensure that teacher candidates learn about recent research on reading instruction, and learn how to teach reading effectively, the legislature enacted Assembly Bill 3075 (Baldwin) in 1996. As a result of this statute, the requirements for Multiple and Single Subject Teaching Credentials now include preparation for reading instruction that is research-based and includes all of the following:

- **the study of organized, systematic, explicit skills including (a) phonemic awareness, (b) direct, systematic, explicit phonics, and (c) decoding;**

- **a strong literature, language, and comprehension component with a balance of oral and written language;**
- **ongoing diagnostic techniques that inform teaching and assessment;**
- **early intervention techniques; and**
- **guided practice in a clinical setting.**

To implement AB 3075, the Commission in June 1997 adopted two new standards for preparing Multiple and Single Subject Teaching Credential candidates in the delivery of balanced, comprehensive reading instruction. One of these standards is now the basis for reviewing and certifying all Multiple Subject Credential Programs as required by law.

Also in 1996, lawmakers enacted Assembly Bill 1178 (Cunneen), which requires that candidates for Multiple Subject Teaching Credentials pass a reading instruction competence assessment. The RICA, which is the focus of another article in this newsletter, is now being completed by an advisory panel to the Commission. The RICA is an important part of the State's multi-faceted strategy for improving the reading skills of California students. The Commission is required by law to establish the RICA as a Multiple Subject Credential requirement “commencing on the earliest feasible date.”

### **Standards and Resources for Teacher Education Programs**

To support colleges and universities that prepare teachers, State lawmakers also created the Postsecondary Teacher Education Reform Program with \$8.0 million from the federal *Goals 2000: Educate America Act*. Postsecondary institutions have formed partnerships with counties and districts to improve the preparation of prospective teachers in all elements of a comprehensive reading program.

Additionally, the California State University Chancellor's Office has created the CSU Center for the Improvement of Reading Instruction. This Center has two missions: (a) to assist institutions in creating a coherent system for ensuring that teacher candidates and beginning teachers are fully prepared to teach a balanced, comprehensive reading program, and (b) to assist institutions in the development of partnerships with school districts and county offices of education to improve preservice preparation and beginning teacher support in reading. The Center, whose services are not limited to CSU campuses, also assists institutions as they prepare for the program certification process as required by law.

### **Reading Program Certification**

The program certification requirement applies to universities, colleges, school districts and county offices of education that offer one or more professional preparation programs, and that recommend candidates for Multiple Subject Teaching Credentials. These program sponsors are required to respond to the *Standard for the Preparation of Multiple Subject Teaching Credential Candidates for*

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## Reading Program Continued from Page 11

*Reading, Writing and Related Language Instruction in English* based on all coursework that contributes to a candidate's knowledge and skill to teach reading and language arts as outlined in the standard. If a sponsor offers two or more program types, such as an internship program and a CLAD Emphasis program, the response(s) must cover all elements of each program that are relevant to the teaching of reading and language arts. Program sponsors are asked to respond comprehensively to all elements of the *Standard* and to all *Factors to Consider*. They are also asked to include supportive evidence for all descriptive statements, including syllabi for all sections of the relevant courses, fieldwork policy documents, and staff information.

### The Reading Program Review Panel

To review all responses to the *Reading Standard*, the Commission's Executive Director appointed a sixteen-member panel of education professionals who have a range of experiential backgrounds in reading and language arts instruction. The Panel consists of professionals from the three university systems, instructors in district intern programs, district reading and language arts specialists, classroom teachers and school administrators. Each member was selected based on intensive expertise and experience in the area of reading and language arts instruction and teacher preparation.

The panel is meeting monthly to review local responses to the *Standard*. Panel members are carefully reviewing all responses based on the *Standard* including the adopted *Factors to Consider*. Each response to the *Standard* is being examined by multiple members of the panel. The Commission's professional staff is monitoring the review of each program to ensure that all judgments by the reviewers are related to the *Standard* and are based on thoughtful analysis of the information that has been provided by the program's sponsors.

### Panel Findings and Program Improvements

If the panel determines that a *program meets the standard*, a recommendation for program certification is included in the Commission's next meeting agenda. If the Commission decides to certify the program under law, the Executive Director then informs the sponsoring institution, which concludes the program certification process.

If the panel determines that a program response *is not clear or complete*, or that a *program does not meet the standard*, the Commission's staff conveys the specific concerns of the panel to the program's appointed contact person. A spokesperson from the panel discusses the panel findings with the program representative. As needed, the program sponsor prepares an *Addendum* to the initial response document and submits it to the Commission for further review.

### Anticipated Timeline for the Certification Review

By law the Commission must implement the RICA "at the earliest feasible date." Before the first administration of the RICA, the

Commission must certify that programs offer coursework and field experiences that enable candidates to prepare for the assessment. Because of the legislative directives, the Commission has pursued a firm timeline for the certification process.

#### Reading Program Certification Timeline

6-5-97	The Commission adopted and disseminated the Standard that is the basis for program review and certification in 1998.
1-8-98	The Commission adopted final RICA Specifications and forwarded them to all Multiple Subject Program sponsors.
6-10-98	<b>Last day for the Commission to receive an initial response to the Standard for Program Certification Review. Programs not responding by this date will have approval withdrawn and will lose the authority to admit new Multiple Subject candidates.</b>
6-20-98	First administration of the RICA.
7-20-98	<b>Last day for the Commission to receive an addendum to a previously submitted response. If an Addendum is required to meet the Standard, a program not responding by this date will have approval withdrawn and will lose the authority to admit new Multiple Subject Credential candidates.</b>
8-31-98	Last day for certification of programs with Addendums.
10-1-98	Date when passage of the RICA becomes a requirement for earning a Multiple Subject Teaching Credential.
10-1-98	Anticipated date when program sponsors may initiate a request that the Commission reinstate programs whose approval was withdrawn as a result of the Certification Review.

Program sponsors that do not meet the certification requirement within the above timeframe will be required to refrain, until certification is awarded, from accepting new candidates to their non-certified Multiple Subject Teaching Credential Programs.

Program sponsors are encouraged to follow specific guidelines for responding to the *Standard*. To aid program sponsors in their response, the Commission sent a packet of resource materials to the sponsors of all programs for Multiple Subject Teaching Credentials. This packet may be obtained by calling Dr. Marilyn Errett, Consultant in Program Evaluation and Research, at (916) 323-7140.

## Commission Proposes Legislation to Attract Qualified Teachers from Other States

The California Commission on Teacher Credentialing is sponsoring legislation aimed at easing the transition for qualified teachers from other states to become fully certified teachers in California.

Assembly Bill 1620, which was introduced by Assembly Member Jack Scott, will make it easier for persons who have received credentials in selected states to meet the requirements to teach in California. Co-authored by Assembly Member Rod Pacheco, AB 1620 provides that the Commission will conduct periodic reviews, beginning this year, to determine which states have teacher preparation standards that meet or exceed California standards. When the Commission determines that a state meets or exceeds California standards, it will initiate negotiations with the state to provide reciprocity in teacher licensing.

The bill would also make it easier for persons who demonstrate that they have taught successfully in another state, even if the state is not a "reciprocity state". AB 1620 would create two routes to credentialing for teachers from states that do not have teacher preparation standards that meet or exceed California standards. Teachers with three years of teaching experience would enroll in a program of beginning teacher support and assessment to become fully qualified as California teachers; teachers with five years of experience would meet California standards through a modified credential renewal process that applies to all teachers.

Under current law, teachers from other states — even highly successful teachers — often find they must satisfy all California credentialing requirements. In some cases, they must take coursework which they believe duplicates work they have done previously.

Dr. Linda Darling-Hammond, Executive Director of the National Commission on Teaching and America's Future, **"urges state to eliminate barriers to teacher mobility by promoting reciprocal interstate licensing."** Her study indicates that several states have a higher proportion of Nationally Certified Teachers than does California. These states include Colorado, Connecticut, Michigan, Minnesota, New Mexico, North Carolina, and Ohio.

According to Dr. Linda Darling-Hammond, the National Commission on Teaching and America's Future has identified fifteen states that apparently have teacher preparation standards equivalent to California's. Teachers in these states rank highly on numerous indicators of quality, such as the number of teachers who majored in the subject area they are teaching.

The reciprocity agreements created under AB 1620 will not exempt any person from the personal fitness (criminal history) background checks required by California law.

## Incentive Program Will Increase the Number of Qualified Math Teachers

Legislation sponsored by the California Commission on Teacher Credentialing should make a significant difference in reducing the shortage of qualified math teachers in California. The legislation, Assembly Bill 496, by Assembly Member Ted Lempert, Chair of the Assembly Committee on Higher Education, passed the Assembly with 73 "Aye" votes. It would provide a series of incentives designed to encourage more teachers to become fully qualified and prepared to teach math in the California public schools.

California lags behind many other states in mathematics achievement. In the recently released *Mathematics Report Card for the Nation and the States* by the National Assessment of Educational Progress (NAEP, 1996), California fourth graders ranked below fourth graders from all other participating states except Louisiana and Mississippi. The math performance of eighth graders did not rank much higher.

The problems of student learning in mathematics can be traced to the under-preparation of teachers in mathematics content and in effective methods of teaching mathematics. According to a recent study by the Commission, California faces a shortage of more than 3,500 secondary teachers who meet state standards for teacher preparation in mathematics. Unfortunately, many thousands of mathematics classes in grades 7-12 are being taught by teachers who are not qualified to teach mathematics. In the elementary grades, most teachers completed their preparation before the Commission's current standards were in place, and many of them are also under-prepared in mathematics and the teaching of mathematics. The need for fully qualified teachers of mathematics is so widespread that the mathematics education of millions of California students is in jeopardy.

Assembly Bill 496 would provide alternative routes for both current teachers and prospective teachers to become fully qualified math teachers. *Current* teachers could meet California's standards by completing college or university coursework and/or Commission-approved programs of intensive professional development. Teachers with credentials in other subject areas and emergency permit teachers would be eligible for forgivable loans to pay for needed training. For *prospective* teachers, Assembly Bill 496 would expand the Assumption Program of Loans for Education (the "APLE" Program), which is a highly successful teacher recruitment program, while targeting the program to college students who are choosing a career. All these incentives would be available for both elementary school teachers and secondary school teachers of mathematics.

The bill would increase the authorization of the Student Aid Commission for the APLE Program, which would increase from 500 to 600 awards per year. The bill would designate one-third of

*Math Incentives Continued on Page 15*

credentials, including post-baccalaureate options and internship programs in colleges, universities and school districts.

- (2) *Loan forgiveness programs would be expanded to recruit more teachers to serve in high-need schools and subjects.***

SB 2042 would also expand efforts to recruit greater numbers of new teachers by increasing funds for loan-forgiveness programs such as the successful Assumption Program for Loans in Education (APLE). These loans are "forgiven" based on how long a person teaches in a geographic area or subject that has a shortage of qualified teachers. New resources would double the number of awards in this program, and would be used to recruit teachers in shortage subjects and for hard-to-staff schools that serve students in poor communities.

### ***A Standards-Based System for Learning to Teach***

- (3) *The Commission would implement new standards to govern the entire learning-to-teach system, including subject matter studies, pedagogical training, induction into teaching, and credential renewal.***

According to SB 2042, all components of the future teaching credential system would be governed by the *California Standards for the Teaching Profession*, which were adopted by the Commission, the State Superintendent and the State Board of Education one year ago. These standards — the first teaching performance standards that have statewide validity in California — would be the basis for developing new performance requirements for student teachers and interns, and new standards for accrediting their preparation in the future. The bill also directs that subject matter standards for new teachers be aligned with the K-12 student performance standards that are adopted by the State Board of Education.

- (4) *Teacher preparation programs would include standards-based teaching performance assessments that candidates would be required to pass.***

Preparation programs would become more performance-based with the use of new performance expectations to be aligned with the *California Standards for the Teaching Profession*. Once state resources were appropriated for this purpose, teaching performance assessments would be based on a common set of teaching competence requirements. The sponsors of teacher preparation programs would be funded to assess performance in alternative ways, subject to approval by the Commission. Candidates who meet performance standards would earn preliminary (level one) teaching credentials. The legislation provides that persons currently pursuing teaching credentials would not be adversely affected by the new requirements.

### ***A Standards-Based System for Growth in Teaching***

- (5) *Successful, standards-based induction programs would expand to include every beginning teacher in California.***

SB 2042 would encourage further expansion of the successful Beginning Teacher Support and Assessment (BTSA) Program, which now serves approximately one-third of the eligible new teachers. In the reform legislation, induction programs are opportunities to extend, deepen and enrich the preparation of each teacher during the first two years of certificated service. Among the most important recommendations of the Commission's advisory panel were proposals regarding the content of learning in induction programs. When funds are sufficient for all new teachers to participate, completion of BTSA or an alternative induction program that is based on equivalent standards would enable new teachers to earn professional (level two) teaching credentials.

- (6) *Credentials would be renewed on the basis of standards-based programs of professional growth for experienced teachers.***

The legislation provides that future credentials be renewed at five-year intervals in which experienced teachers with level two credentials would participate in programs that are closely aligned with the *California Standards for the Teaching Profession*. These new standards would become the benchmarks for planning, pursuing and assessing each professional teacher's growth and development in teaching.

### ***A New Focus on System Accountability***

In designing a new teaching credential system, the Commission's advisory panel emphasized the important role of accountability, including accountability by the new credential system itself. In addition to measuring the performance of teacher candidates and their preparation programs on the basis of new standards, the Commission would also begin to assess the overall performance of the credential system through measures to be developed by the agency's new Office of Policy and Programs. System performance measures would enable the Commission to adjust any elements of the system that do not function as intended. The Commission would also report on the effectiveness of the SB 2042 reforms after they become operational.

The text of SB 2042 is available on the Commission's Web Page (see page 18 for the web site address). Its first hearing was held before the Senate Committee on Education during April 1998. It passed unanimously.

## Paraprofessional Teacher Training Program Addresses Teacher Shortage

The California School Paraprofessional Program is designed to create local career ladders, enabling school paraprofessionals to become fully certificated classroom teachers. Created by Legislation in 1990, the program was first funded for operation during the 1994-95 school year. The Legislature created the paraprofessional program to respond to teacher shortages, improve the instructional services that are provided by school paraprofessionals, diversify the teaching profession, and establish innovative models for teacher education.

A total of thirteen local paraprofessional program sites have been operational for three years, beginning in January, 1995. The thirteen sites are located from Redding in the north to Chula Vista in the south, and include the following school districts: Los Angeles Unified, San Francisco Unified, San Jose Unified, Oakland Unified, Clovis/Fresno Unified, Anaheim Union, Azusa/Charter Oak Unified, Chula Vista Elementary, Glendale Unified, Lodi/Redding Consortium, Merced Consortium, Stockton Unified, and the Ventura Consortium. Fourteen different California Community Colleges, and fourteen California State University campuses, provide educational programs to participants.

The core of the program consists of academic scholarships to defray the costs of tuition, books and fees for paraprofessionals who complete college and university coursework to meet teacher certification standards. Most of the paraprofessionals entering the program have previously completed some college courses. All participants must continue to serve as part-time paraprofessionals in public schools while they enroll as part-time students in colleges and universities. As a result, completion of the program requires a long term commitment both by participants and the state.

Thus far, the program has produced an impressive number of graduates in a relatively short period of time. In its first three years of operation, the program has already enabled 109 paraprofessionals to become fully certificated classroom teachers. An additional 169 paraprofessionals will graduate with full teacher certification within the next one to two years, bringing the program's output to 278 fully certificated teachers.

Two significant and unusual elements of this program are (a) the subject areas in which many paraprofessionals earn their credentials, and (b) the ethnic backgrounds of those earning credentials. Of the 109 graduates, 90 have completed programs and are fully certified in methods to assist limited English pupils to acquire English, in special education, or both. In addition, 75 percent of the graduates (82 of 109) are members of ethnic minority groups.

Seventy of the 109 graduates are fluent both in English and a language other than English, with nearly half of this number fluent in Spanish and the rest fluent predominantly in Asian languages such as Hmong, Chinese, or Korean.

The above percentages also apply for current program participants. Four hundred seventy of the 573 current participants, or 82 percent,

are members of ethnic minority groups; 433 of the 573 current participants, or 76 percent, are fluent in a language other than English.

One other major success of the program is the collaboration that occurs between school districts and postsecondary institutions that prepare teachers, and among the postsecondary institutions themselves. Advisory councils comprised of school district administrators, college and university administrators and teacher representatives have been appointed. One result is progress in providing a smoother transition from community college programs to California State University campuses.

The California School Paraprofessional Teacher Training Program is addressing several key issues and opportunities in California's public schools, including the overall teacher shortage, the shortage of fully and appropriately certificated teachers to assist pupils to learn English, the shortage of fully certificated special education teachers, the need to diversify the teaching profession, the potential to improve instructional services provided by school paraprofessionals, and the opportunity to explore innovative models for teacher education. The Commission issued an interim progress report on the program in April, 1998. For further information or a copy of the report, contact Marilynn Fairgood at (916) 445-3223.

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### *Math Incentives Continued from Page 13*

all APLE awards for prospective teachers of mathematics.

The mathematics achievement of K-12 students is one of the most critical issues facing California education. This is why the State Board of Education recently established new Content and Performance Standards in Mathematics for all K-12 students in the schools. Assembly Bill 496 will substantially increase the number of teachers who have the knowledge and preparation to help California students meet the new standards and gain the mathematics proficiency they will need in an increasingly technical workforce.

#### ***Math Teacher Shortage in 1995-96***<sup>(1)</sup>

Vacant Positions for New Math Teachers	842
Out-of-Credential Teachers in Math Positions	+1653
Emergency/Waiver Teachers in Math Positions	+1380
Teachers Assigned Illegally to Math Positions	+684
Total Demand: Qualified Math Teachers	4559
New Math Credentials in Prior Years	-765
<b>Confirmed Shortage of Math Teachers</b>	<b>3794</b>

(1) Most recent year with available statistics

(2) "Positions" refers to Full-Time Equivalent Teachers

## State-Funded Programs for New Teachers: Distinct Purposes of Internships, Pre-Internships and BTSA

The California Commission on Teacher Credentialing administers two programs to serve distinct groups of new teachers: the Pre-Internship Program and the Internship Program. In addition, the Commission co-administers with the California Department of Education a third program for a third group of new teachers — the Beginning Teacher Support and Assessment (BTSA) Program. Each of these programs provides grant funding to local education agencies (LEAs), usually in collaboration with postsecondary institutions, enabling them to provide specified services to one of these groups of new teachers. Each program serves new teachers who meet specific standards. Although an agency or institution may receive grants from the State to operate all three programs, the programs are not interchangeable. Instead, they provide a *continuum of services* to different groups of teachers who are at different stages of progress in becoming fully prepared and certificated to teach.

### ***The Pre-Internship Program***

In 1997 the California Legislature passed and the Governor signed legislation (AB 351, Scott) creating the Pre-Internship Teaching Program, which is funded at a level of \$2 million for its initial year of service (1998-99). Administered by the Commission, the Pre-Internship Program is designed for emergency teachers, who have been the fastest growing group of new teachers in California since the Fall of 1996. Most of these teachers arrive in classrooms with little or no prior teaching experience or preparation. The majority of them are ineligible for internships or other teacher preparation programs because they have not met California's subject matter standards. Approximately one third of these teachers do not remain in classrooms beyond their first year. Relatively few of them go on to earn teaching credentials, primarily because few programs are specifically designed to assist them in achieving certification, which is the purpose of the Pre-Internship Program.

To participate in the Pre-Internship Program, an applicant must have earned a Bachelor's degree, passed the CBEST, and partially completed the State's subject matter requirements (i.e., have completed at least 40 units of liberal studies courses with 10 units in each of four subject areas). The program focuses primarily on helping each emergency teacher to meet the Commission's subject matter standard while also providing her/him with basic training in classroom management, lesson planning and teaching methods. To achieve these purposes, local education agencies that receive grants for Pre-Internship Programs will be required by the Commission to collaborate closely with postsecondary institutions in the design, development, and implementation of the programs. Additionally, pre-interns must be supervised and assisted by an experienced teacher.

A teacher who participates in the Pre-Internship Program will receive a Pre-Intern Teaching Certificate from the Commission. The Pre-Intern Certificate will be valid for one year during which

time the pre-intern must either complete all required subject matter coursework or take the subject matter examination. (For elementary school pre-interns, this examination is the MSAT or Multiple Subjects Assessment for Teachers.) If the pre-intern completes all required coursework or passes the exam, then s/he will exit the Pre-Intern Program and should enter a district intern program, or a university intern program, or another accredited credential preparation program. If the first-year pre-intern does not meet the subject matter standard, s/he must enroll in required subject matter coursework or formal MSAT preparation in order to renew the Pre-Intern Certificate for a second year. Most pre-interns are expected to complete subject matter requirements within two years and move into internships or other accredited preparation programs to complete the Commission's standards and requirements for earning a teaching credential.

For the second year of the program, Governor Wilson has proposed to increase spending to \$3.8 million for pre-internships. A goal of the Commission is to achieve full funding for pre-internships so they can replace the emergency teacher permit system with formal preparation that is specifically designed to help under-prepared teachers qualify for internships or other teacher preparation programs. Beginning July 1, 1998, the Commission will issue Pre-Intern Certificates instead of Multiple Subject Emergency Permits to local education agencies that are approved for funding. All other emergency permits will continue to be issued under current regulations.

### ***Internship Programs***

Internship programs are opportunities to engage in systematic study and supervised practice of teaching *while* the interns serve as instructors-of-record with compensation. The Commission currently awards \$6.5 million in grants to postsecondary institutions and local education agencies to support the design, development and implementation of internship programs. These programs provide an alternate route into teaching for individuals who have met certain entry requirements and have demonstrated strong potential to succeed as teachers while completing their professional preparation.

Like pre-interns, interns have earned baccalaureate degrees and passed the CBEST. Unlike pre-interns, interns have completed their subject matter preparation and are eligible to enter an internship or other accredited teacher preparation program. Like new teachers in Beginning Teacher Support and Assessment (BTSA), interns have access to planned programs designed to support the learning-to-teach process. Unlike teachers in the BTSA program, interns have not completed professional preparation or met the Commission's teaching standards.

An internship is a planned program of instruction, study and supervised practice of teaching. For one or two years, interns

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attend classes, read textbooks, engage in curriculum and instructional planning and have their classroom practices observed, supervised and assessed. Unlike BTSA teachers, interns have a minimum of prior professional training, so their initial support in schools more closely resembles the supervision of pre-interns than the guidance and mentoring of BTSA teachers.

More than 5,000 new teachers have completed teaching internships in recent years. More than 5,000 new interns are enrolled in internship programs this year. Governor Wilson has proposed to increase the internship program budget to \$7.5 million next year. The Commission plans to expand internships until they provide sufficient opportunities for entry into teaching by mid-career adults whose skills and maturity are needed in public schools and classrooms.

### ***Beginning Teacher Support and Assessment Program***

Established in 1992 based on a four-year pilot project, the Beginning Teacher Support and Assessment (BTSA) Program provides opportunities for fully-prepared first and second year teachers to expand and deepen their teaching knowledge and skill. The BTSA Program also provides a smooth transition into the complex responsibilities of teaching, increases the retention of beginning teachers, and improves learning opportunities for their K-12 students. Funded at a level of \$17.5 million in 1997-98, the BTSA Program has grown extensively in recent years and is expected to serve all eligible first and second year teachers within the next three years.

The BTSA Program is designed for new teachers who have met all of the State's teaching credential standards. BTSA teachers have passed the CBEST, met subject matter standards, and completed professional preparation including (1) at least one semester of supervised teaching *or* (2) at least one year of internship teaching in a public school. These qualifications of BTSA teachers distinguish them from interns and pre-interns. The BTSA Program therefore offers distinct learning opportunities and collegial services which are not the same as internship and pre-internship program offerings.

The most distinctive feature of the BTSA Program is the use of an Individual Induction Plan (IIP) that the new teacher co-develops with the assistance of a support provider, who does not serve in a supervisory role. In developing the IIP, the new teacher and support provider are informed by the results of a systematic formative assessment of the new teacher's practice in relation to the *California Standards for the Teaching Profession* (CSTP). The fact that the BTSA teachers have already met basic credential standards means they are ready

to expand, enrich and deepen their teaching knowledge and skill through collegial reflection as well as continued instruction and study. Although some of these program features are also included in the second year of some internship programs, neither internships nor pre-internships are centered around IIPs based on formative assessments that are, in turn, based on the CSTP.

Because BTSA teachers are previously-prepared professionals, they are licensed to teach more independently than interns and pre-interns. With their additional preparation, BTSA teachers are better equipped to analyze situations, set priorities, make decisions, and assess their own professional practice with the assistance of experienced colleagues. Given their level of prior preparation, BTSA teachers have sufficient background in teaching to utilize the results of comprehensive formative assessments of their teaching practice in consultation with their assigned mentors. Unlike Interns and Pre-Interns, BTSA teachers need supportive guidance and advice more than they need direct supervision in the classroom.

### ***Linkages Among the Three Programs and Their Future***

An institution or agency that sponsors more than one funded program may use the same instructors, mentors or other staff members to provide services to new teachers under each of the programs, provided that the staff understands the different needs of each group and delivers distinct programs and services that are targeted to meet their distinct needs. To the extent that teachers in the distinct groups have common needs for training or orientation (e.g. orientation to a school district's discipline policies), the programs may have common elements. In general, however, funds received to implement one type of program may not be used to support a different group of teachers. In time, the Commission will secure funds to support all new teachers in Pre-Internships, Internships, or BTSA Programs, or in appropriate sequences of these programs.

The distinct program purposes and linkages, as outlined above, are based on the policy recommendations of the panel that advised the Commission to develop and implement a *new architecture* for a *learning-to-teach system* in California (SB 1422). This 24-member panel of professional educators and other California citizens studied and discussed pre-internship, internship and induction programs intensively. Much of the *new architecture for learning-to-teach* is represented by the inter-program linkages that will characterize these three programs as they grow and develop in the future.

## Professional Practices and the Imposition of Probation in Disciplinary Matters

The Division of Professional Practices is responsible for the monitoring of individuals who are on probation with the California Commission on Teacher Credentialing. Individuals are placed on probation as a result of either a stipulated settlement with or order of the Commission pursuant to a proposed decision by an Administrative Law Judge.

If a credential *applicant* is under review for alleged misconduct, the Committee of Credentials (Committee) may either grant or recommend denial of the credential application. If the Committee determines there is probable cause to believe that a credential *holder* engaged in misconduct, it makes an adverse action recommendation to the Commission. Adverse actions against credential holders can take the form of a private admonition, a public reproof, or suspension or revocation of a credential.

A credential applicant or holder may appeal adverse action recommendations by requesting an administrative hearing. When an individual requests an administrative hearing, the result may be a proposed order, authored by an Administrative Law Judge, or a settlement agreed to by the respondent and the Commission. Both settlements and orders may include the imposition of probation for a specified period and on specified terms and conditions with which the respondent must comply. This is where the Division of Professional Practices' probation monitoring duties come into play.

Currently, there are 46 probation cases that resulted from disciplinary settlements or orders. These probationary periods range in length from one year to ten years. The average probation period is three years. The types of misconduct for which an individual has been placed on probation include, but are not limited to, multiple petty-theft convictions, drug and/or alcohol abuse, and misuse of school funds.

Examples of terms and conditions of probation include:

- actual suspension of credential(s) ranging from ten days to one year;
- enrollment in an approved substance abuse rehabilitation program;
- psychological evaluation by a mental health professional appointed by the Commission or its representatives, paid for by the respondent;
- participation by the respondent, at his own expense, in an on-going treatment program provided by a licensed mental health care professional;

- participation by the respondent, at his own expense, in a random, biological fluid testing and drug and alcohol screening program approved by the Commission or its representatives;
- submission by the respondent to the Commission or its representatives, for its prior approval, a plan for participation in a community service program in which the respondent provides free educational services on a regular basis;
- attendance and successful completion by the respondent courses on anger management and classroom discipline;
- submission by the respondent of Quarterly Compliance Reports, signed under penalty of perjury, answering questions as to whether respondent has been in compliance with the conditions of probation.

If the probationer violates the terms and conditions of his probation, the Commission, after giving him notice and an opportunity to be heard, may set aside the stay order and carry out the adverse action previously ordered and stayed in the original settlement or order. If the probationer successfully completes the terms and conditions of probation, the stay order may become permanent and the probationer's credential shall be restored and probation terminated.

### Methods of Contacting the Commission

#### Electronic Mail

Certification Questions	<a href="mailto:credentials@ctc.ca.gov">credentials@ctc.ca.gov</a>
Waiver Questions	<a href="mailto:waiver@ctc.ca.gov">waiver@ctc.ca.gov</a>
Email Site Address	<a href="http://www.ctc.ca.gov">http://www.ctc.ca.gov</a>

FAX	(916) 327-3166
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Information Services	(916) 445-7256
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Waiver Line	(916) 323-7136
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Address:  
California Commission on Teacher Credentialing  
1812 Ninth Street  
Sacramento, CA 95814-7000

# LEGISLATION



## 1997-1998 Legislative Update

A brief description of legislative measures in 1998 that would affect educator preparation or credentialing if they are enacted.

### Legislation Sponsored or Co-Sponsored by the Commission

1. **Senate Bill 190 by Senator Dede Alpert** would authorize institutions of higher education to offer blended teacher preparation programs. **Status:** Assembly Floor (Inactive File) **CCTC Position:** Sponsor
2. **Senate Bill 2042 by Senator Dede Alpert and Assembly Member Kerry Mazzoni** would enact reforms in teacher credentialing requirements. **Status:** Senate Appropriation Committee **CCTC Position:** Sponsor
3. **Assembly Bill 496 by Assembly Member Ted Lempert** would create incentives to encourage persons to become fully qualified mathematics teachers. **Status:** Senate Education Committee **CCTC Position:** Sponsor
4. **Assembly Bill 1620 by Assembly Member Jack Scott** would allow CCTC to issue preliminary multiple or single subject teaching credentials to out-of-state teachers applying in CA who meet the requirements. **Status:** Assembly Appropriations Committee **CCTC Position:** Sponsor

### Legislation Sponsored by Other Groups and Individuals

1. **Senate Bill 1474 by Senator Betty Karnette** would specify that districts cannot initially employ principals with less than five years of classroom teaching experience. **Status:** Failed passage in Senate Education Committee (Moved for reconsideration) **CCTC Position:** Oppose
2. **Senate Bill 1634 by Senator Bruce McPherson** would enact the Permanent Class Size Reduction and Educational Opportunities Act of 1998. **Status:** Senate Education Committee **CCTC Position:** Seek Amendments
3. **Senate Bill 1867 by Senator Teresa Hughes** would require CCTC to find alternatives to CBEST for individuals who do not pass one or more sections of the exam. **Status:** Senate Appropriations Committee **CCTC Position:** Oppose
4. **Assembly Bill 285 by Assembly Member Mike Honda** requires training for teachers in domestic violence recognition and prevention. **Status:** Senate Education Committee **CCTC Position:** Support
5. **Assembly Bill 858 by Assembly Member Susan Davis** would provide stipends for National Board Certified Teachers. **Status:** Senate Appropriations Committee **CCTC Position:** Support if Amended
6. **Assembly Bill 860 by Assembly Member Denise Ducheny** provides alternative models of teacher preparation programs. **Status:** Senate Education Committee **CCTC Position:** Oppose
7. **Assembly Bill 1024 by Assembly Member Susan Davis** would add dance and theater as two new single subject credentials. **Status:** In Senate Education Committee **CCTC Position:** Seek Amendments
8. **Assembly Bill 1852 by Assembly Member Rod Pacheco** would allow the Commission to assess fees for the Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997. **Status:** Senate Education Committee **CCTC Position:** Support
9. **Assembly Bill 1901 by Assembly Member Bill Leonard** would enact the Permanent Class Size Reduction and Educational Opportunities Act of 1998. **Status:** Failed passage in Assembly Education Committee **CCTC Position:** Seek Amendments
10. **Assembly Bill 1936 by Assembly Member Mike Honda** would make changes to some teacher assignment statutes. **Status:** Assembly Appropriation Committee **CCTC Position:** Support if Amended
11. **Assembly Bill 2102 by Assembly Members Barbara Alby and Deborah Ortiz** would clarify and make technical changes to the fingerprint bills of last year. **Status:** Assembly Appropriation Committee **CCTC Position:** Support
12. **Assembly Bill 2442 by Assembly Member Kerry Mazzoni** would create a standards-based Math Staff Development Program. **Status:** Assembly Appropriation Committee **CCTC Position:** Support
13. **Assembly Bill 2637 by Assembly Member Kerry Mazzoni** would require CCTC to review requirements for multiple subject teaching credentials to ensure age-appropriate standards. **Status:** Assembly Appropriation Committee **CCTC Position:** Support if Amended
14. **Assembly Bill 2730 by Assembly Member Kerry Mazzoni** would require the Commission to have in place an application process for out-of-state institutions to gain approval to provide courses or programs for credentialing purposes. **Status:** Assembly Appropriation Committee **CCTC Position:** Support if Amended

# The California Commission on Teacher Credentialing

**Carolyn Ellner, Chair**  
*Postsecondary Education  
Member*

**Torrie L. Norton, Vice Chair**  
*School Teacher*

**Phillip A. Barker**  
*School Teacher*

**Melodie Blowers**  
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**Jane Veneman**  
*School Teacher*

**Nancy Zarenda**  
*School Teacher*

## EX-OFFICIO MEMBERS

**Edward DeRoche**  
*Association of Independent  
Colleges and Universities*

**Bill Wilson**  
*California State University*

**Marge Chisholm**  
*California Postsecondary  
Education Commission*

**Jon Snyder**  
*University of California*

## EXECUTIVE OFFICER

**Sam W. Swofford**  
*Executive Director*

## California Commission on Teacher Credentialing Meeting Schedule 1998-1999

Dates	Locations
May 7-8	Sacramento, Hyatt Regency
June 4-5	Sacramento, Vizcaya Pavilion
July 23-24	Sacramento, Hyatt Regency
August 20-21	Sacramento, Sterling Hotel
September	No Meeting
October 1-2	Sacramento, Convention Center
November 5-6	Sacramento, Vizcaya Pavilion
December 3-4	Sacramento, Hyatt Regency
January 7-8	Sacramento, Commission Offices
February 4-5	Sacramento, Commission Office
March 4-5	Sacramento, Commission Office

  
**1812 9th Street**  
**Sacramento, CA 95814-7000**

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*The California Commission on Teacher Credentialing Newsletter is an official publication of the California Commission on Teacher Credentialing. Persons seeking further information about the items discussed in this newsletter or concerning other activities of the Commission should send their inquiries to the California Commission on Teacher Credentialing, 1812 9th Street, Sacramento, CA 95814-7000.*

*All inquiries to the Division of Professional Practices should be mailed to 1812 9th Street, Sacramento, CA 95814-7000, or you may contact that division directly at (916) 445-0243.*